 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Ms. Perry** **Lesson #: 3 Facet:** Apply  
**Grade Level: 9-Diploma Numbers of Days: 2**   
**Topic: 2**  
  
**PART I:**  
  
**Objectives**  
Student will understand that decision-making and goal setting are strategies in creating a long term personal health goal  
Student will know short term goals are small steps towards long term goals  
Student will be able to create long term health goals  
  
**Product:**  
Students will create a digital poster representing their long term health goal and why it is important to them. A goal that is not important to us is not worth working towards, if you could less about achieving a goal you will not be focused or determined to see it through. Working towards a goal can, often times, be difficult. In order to preserve through tough obstacles, choices and decisions on the path towards goal achievement we need to remind ourselves why we want to accomplish this goal in the first place. By creating a visual representation of our goals and all the reasons why we want to be successful will help ensure victory! The poster will be graded using a rubric that will be distributed when the poster is assigned.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Rationale:**   
For students to achieve a goal it must focused on something that is important to them. Reminding themselves of why they want to achieve a goal in the face of difficulties will help keep them focused on the end result.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
To check for student understanding an exit pass will be used on both days of the lesson. The exit pass on day one will be given 15 minutes before class is over. On the exit pass they must write how difficult it was for them to generate a health goal. 1 being not difficult at all, maybe thought about it for 30 seconds to 5 being extremely difficult, they are still not entirely sure they care about their goal. They also must write 2 sentences explaining why. Teacher should write helpful thought provoking questions and statements on the board to help students explain their progress on goal creation (see content notes). The exit pass on day two will require students to write a number that indicates the level of importance that their health goal is to them 1 being very little importance 10 being the most important thing in their life!   
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will hand in one rough draft in the form of a graphic organizer. Teacher will provide feedback, students will be provided time in class to address feedback. Teacher will grade poster using the same rubric.  
  
**Summative (Assessment of Learning):**  
Digital poster that outlines their reasons for why a goal is important to them.  
  
**Integration**  
**Technology:**   
Students will use Glogster to create a digital poster that outlines their reasons for why a goal is important to them. The poster should include one or more video, image or audio.  
  
**Content Areas:**   
Art: Creating and displaying students thoughts and reasons for setting s specific goal requires students to have an understanding  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
I will use the goal-reasons web graphic organizer to show importance of students personal health goals. Students will use partner share cooperative learning to show differences in goals and importance.  
  
**Section II – Groups and Roles for Product**  
To group students into partnerships for the partner share cooperative learning students will be asked to find someone whose goal is in the same area of health (mental, physical, emotional or social) as their own.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students are encouraged to share, express and explain their heath goal during partner share.  
**Logical:** Reasons of importance to support goals can be thought of as supporting ideas that defend the choice of goal.  
**Visual:** Students will create an online poster to show their health goal and the reasons why it is important.  
**Kinesthetic:** Students will demonstrate their best victory during the lesson hook, this will be used to remind them of the emotions of achieving a goal.  
**Musical:** Students are encouraged to select a victory song to go along with their victory dance. The can be linked to their poster to be playing when others view their poster.  
**Interpersonal:** During the partner share students will compare health goals and importance for health goals, to show everyone has a different goal and values their goal for different reasons.  
**Intrapersonal:** Students will think individually to create a personal health goal, using the goal-reasons graphic organizer students will have to elaborate on their goal to explain why this is important for them to achieve.  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
All absent students should consult the class wikispace where class notes will be available. Students must complete the describing goal-reasons organizer as homework which will be due one week after the day the were absent. The goal-reasons handout will be available for absent students in the 'absent' folder in my classroom.  
  
**Extensions**  
  
**Type II technology:**  
glogster  
  
**Gifted Students:**  
Students will create a personal online poster using Glogster. This poster is their space to express and show supporting reasons of importance towards their health goals. Students are expected to apply what they know about themselves and their health in the creation of their glogster posters creating a visual representation of what they hope their health to be like and why achieving the goal is important to them.  
  
**Materials, Resources and Technology**  
List all the items you need for the lesson.  
  
**Source for Lesson Plan and Research**  
Sharing goals: <http://www.lululemon.com/community/blog/day-6-put-your-goals-out-there/>  
Graphic Organizer: <http://www.eduplace.com/graphicorganizer/>   
Cooperative Learning technique: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)   
Gloster: <http://edu.glogster.com/login>

**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)  
  
Classroom arrangement: Desks in a circle  
  
Agenda  
Day 1 (80 minutes)  
Hook (10 minutes)  
Introduction to glogters (20 minutes)  
Victory dance glogster gallery walk (5 minutes)  
Graphic Organizer (20 minutes)  
Partner Share (10 minutes)  
Exit Pass (15 minutes)  
  
Day 2 (80 minutes)  
Review and read goal sharing lululemon blog post (10 minutes)  
Individual work on glogster (45 minutes)  
Mini presentations from student volunteers (20 minutes)  
Exit pass (5 minutes)  
  
Students will understand that decision-making and goal setting are strategies in creating a long term personal health goal. A goal should be important to you, if not there is no point in trying to reach it. Develop a plan to attain a short-term personal health goal that addresses strengths, needs and risks. The hook for this lesson will require to show their best victory dance to help visualize the emotions of achievement. All students stand up and asked to show their best victory dance, imagine the feelings and emotions one feels when performing a victory dance, they are just overcome with happiness they cannot contain themselves! Imagine how you would feel if you achieved something you have worked so hard for - it feels pretty good.  
**Where, Why, What, Hook, Tailor:** Bodily kinesthetic and intrapersonal  
  
Students will know short term goals are small steps towards long term goals. After the lesson hook students will be introduced to glogster software (see content notes). Students will be given the goal reasons web graphic organizer. The instructions for this web is to generate one thing they would like to improve about their health which will be their health goal. Students are to record health goal in the biggest circle at the top of the graphic organizer. Students are encouraged to review their prezi project to help them think of ideas. Some suggestions the teacher can give, and should write them on the board (see content notes). Once students have generated a goal the need to record, in the next two smaller circles, two supporting reasons as to why this goal is important to them, what would achievement of this goal would mean or change for their lives. The two smaller circles off the reasons circles students are to choose examples or facts that support the importance reasons. Students will use partner share cooperative learning to show differences in goals and importance. Students will use partner share cooperative learning to share and compare differences and commonalities in goals and importance. To group students into partnerships for the partner share cooperative learning students will be asked to find someone whose goal is in the same area of health (mental, physical, emotional or social) as their own.The goal reasons graphic organizer should be handed into the teacher at the end of class. To check for student understanding an exit pass will be used on both days of the lesson. The exit pass on day one will be given 15 minutes before class is over. On the exit pass they must write how difficult it was for them to generate a health goal. 1 being not difficult at all, maybe thought about it for 30 seconds to 5 being extremely difficult, they are still not entirely sure they care about their goal. They also must write 2 sentences explaining why. Teacher should write helpful thought provoking questions and statements on the board to help students explain their progress on goal creation (see content notes). The exit pass on day two will require students to write a number that indicates the level of importance that their health goal is to them 1 being very little importance 10 being the most important thing in their life! They are to hand their exit pass the teacher once the bell rings. To review on the second day of the lesson the graphic organizers will be handed back to students which will have teacher feedback on it. The teacher should ask for at least two students to summarize what they had on their goal-reasons graphic organizer. To reinforce the importance of setting goals and sharing goals with others this day of the lesson will start with students reading a blog post on the Lululemon website that discusses the importance of setting and sharing goals. The blog ends by challenging the reader to take on a goal sharing misson. The teacher should inform students that at the end of class volunteers to share their goals and their digital representation of their goal that they made on glogster.  
**Equip, Explore, Rethink, Tailor:** ​Visual, logical, intrapersonal, interpersonal and musical  
  
The goal-reasons web graphic organizer will be used to show importance of students personal health goals. Students will use partner share cooperative learning to share and compare differences and commonalities in goals and importance. To group students into partnerships for the partner share cooperative learning students will be asked to find someone whose goal is in the same area of health (mental, physical, emotional or social) as their own. Students will create a online poster using glogster.com that shows their long term health goal. The poster must include reasons and supporting evidence as to why this goal is important to them personally. Students will be able to create long-term health goals by reviewing their prezi project to help them think of ideas. Some suggestions the teacher can give, and should write on the board: Are all your health needs met? If not what could you do to attain one or two? Is there a health risk you would like to reduce or eliminate? Is there a health strength you want to continue to have in your life? Is there a health strength you want to improve upon? Students will hand in one rough draft in the form of their goal-reasons web graphic organizer at the end of class on the first day of the lesson. Teacher will provide feedback, students will be provided time in class to address feedback. Teacher will grade poster using a rubric which students will be given in class when they begin work on their poster. At the end of class on their second day, time will be provided for students to share their work with the class.  
**Explore, Experience, Rethink, Revise, Refine, Tailor:** Logical, visual, intrapersonal and interpersonal  
  
During the class time provided to work on glogster digital posters student will have the rubric for which the project will be graded with. Students are encouraged to refer to the rubric several times to check that they have included everything that needs to be included. The teacher will be available during this classtime to answer and clarifying questions the students may have. Timely feedback will be provided on the second day of the lesson when student’s goal-reasons web graphic organizer is returned to them, which will have been reviewed by the teacher. Students will use their goal in future lessons because other assignments are focused around creating plans to achieve goals including smaller goals that lead towards the ultimate. Creating and generating reasons of importance for their goal is an important first step so students do no lose track of where they desire to go.  
**Evaluate, Tailor:** Intrapersonal, visual and logical  
  
**Content Notes**   
Students will know…..   
  
Introduction to Glogster: Students will be using glogster to create a digital poster as their summative assessment for this lesson. To introduce this software to students they will be shown the software on the teachers computer projected on the board. Then students are to find a video or image of a person performing a victory dance or find a victory song that they would like playing when they achieve a goal and attach it onto glogster. If they would like to try they can record video of themselves or a classmate doing their victory dance. After 20 minutes students will be asked to stop and perform a gallery walk to view other students work.  
  
Graphic Organizer: Students will be given the goal reasons web graphic organizer. The instructions for this web is to generate one thing they would like to improve about their health which will be their health goal. Students are to record health goal in the biggest circle at the top of the graphic organizer. Students are encouraged to review their prezi project to help them think of ideas. Some suggestions the teacher can give, and should write on the board: Are all your health needs met? If not what could you do to attain one or two? Is there a health risk you would like to reduce or eliminate? Is their a health strength you want to continue to have in your life? Is there a health strength you want to improve upon? Once students have generated a goal the need to record, in the next two smaller circles, two supporting reasons as to why this goal is important to them, what would achievement of this goal would mean or change for their lives. The two smaller circles off the reasons circles students are to choose examples or facts that support the importance reasons.   
  
Day One Exit Pass: Examples of questions to help students explain their progress towards goal setting: Is this the first time you have thought about improving your health? Have you set goals before? If so have you achieved them or did you fall short? Do you need more time to think about setting a goal? Are there too many things you want to achieve so you have a hard time choosing one?   
  
**Handouts**  
Goal-reasons web graphic organizerGlogster Poster RubricTwo exit passes  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
**Learning Styles**  
  
**Clipboard:**   
The use of a graphic organizer to organize and plan ideas for the digital poster will benefit the clipboard learners. As will the rubric for the digital poster as it will clearly outline the tasks the student must complete to receive a proficient grade. Before students are expected to work on their own poster a step by step visual instructional tutorial will be provided by the teacher, this sequence of events will enable the clipboard learners to absorb the information. The exit passes at the end of each day will signify the closing and ending of each lesson, which will allow clipboard learners to have clear closure of each day of class.  
  
**Microscope:**  
Students will be given the opportunity to do discovery type learning when provided time to use glogster during class. After a short introduction to the software students are encouraged to explore on their own, this freedom is well suited for microscope type learners. When creating their digital poster using glogster software students will be prompted to review their Prezi projects to reflect upon their personal health status, which may generate thought to which areas of personal health they could improve upon.  
  
**Puppy:**  
During all opportunities to share student work volunteers will be asked, putting little to no pressure on students who do no wish to share personal work. This provides a safe, supportive and comfortable environment that encourages puppy type learners. During the partner share cooperative learning students are reminded to be respectful, empathetic and sensitive to their partners.  
  
**Beach Ball:**  
The content of students digital poster allows for much personal freedom, allowing choices in which type of multimedia they wish to include and how to visually represent their importance and reasons to personal health goals. This type of freedom will be advantageous for beach ball type learners. Beach ball learners will also enjoy using their feelings and emotions to construct and display their digital poster. If students have not used glogster before students will enjoy trying new ideas.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**  
To check for student understanding an exit pass will be used on both days of the lesson. The exit pass on day one will be given15 minutes before class is over. On the exit pass they must write how difficult it was for them to generate a health goal. 1 being not difficult at all, maybe thought about it for 30 seconds to 5 being extremely difficult, they are still not entirely sure they care about their goal. They also must write 2 sentences explaining why. The exit pass on day two will require students to write a number that indicates the level of importance that their health goal is to them 1 being very little importance 10 being the most important thing in their life!   
  
**Summative:**  
Students will create a online poster using glogster.com that shows their long term health goal. The poster must include reasons and supporting evidence as to why this goal is important to them personally.  
  
**Rationale:**  
The use of exit passes as formative assessment will engage students to reflect on their class work and their efforts toward the summative assessment. The exit passes will also provide the teacher with a snapshot of student understanding and engagement in course work. The summative assessment project will require students to show their interpretation of their goal and why it is important to them.  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
Student will understand that decision-making and goal setting are strategies in creating a long term personal health goal. Student will know short term goals are small steps towards long term goals. Student will be able to create long term health goals  
  
**MLR or CCSS:**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Facet:**  
Apply, For students to achieve a goal it must focused on something that is important to them. Reminding themselves of why they want to achieve a goal in the face of difficulties will help keep them focused on the end result.  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**MI Strategies**  
  
**Verbal:** Students are encouraged to share, express and explain their heath goal during partner share.  
**Logical:** Reasons of importance to support goals can be thought of as supporting ideas that defend the choice of goal.  
**Visual:** Students will create an online poster to show their health goal and the reasons why it is important.  
**Kinesthetic:** Students will demonstrate their best victory during the lesson hook, this will be used to remind them of the emotions of achieving a goal.  
**Musical:** Students are encouraged to select a victory song to go along with their victory dance. The can be linked to their poster to be playing when others view their poster.  
**Interpersonal:** During the partner share students will compare health goals and importance for health goals, to show everyone has a different goal and values their goal for different reasons.  
**Intrapersonal:** Students will think individually to create a personal health goal, using the goal-reasons graphic organizer students will have to elaborate on their goal to explain why this is important for them to achieve.  
  
**Type II Technology:**  
Students will be using glogster to create a digital poster as their summative assessment for this lesson.   
  
**Rationale:** Students are asked to reflect upon the emotions, feelings and importance that partner with achieving a goal several times throughout this lesson. During the hook the even act out what they would do upon goal achievement, students create a visual representation of importance reasoning with their glogster project, they will organize thoughts using the graphic organizer, students will be asked to pick a song that represents their emotions or feelings upon goal accomplishment and students will share goals and reasoning with others.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
When working on their goal-reasons web graphic organizer students are encouraged to review their prezi project made in a previous lesson to help them think of ideas. The goal-reasons web will serve as a rough draft for their glogster project. Students will share their goal-reasons web with another student. To group students into partnerships for the partner share cooperative learning students will be asked to find someone whose goal is in the same area of health (mental, physical, emotional or social) as their own.  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:***  
The process of creating the glogster digital poster builds upon previous lessons and other technologies students used to organize their thoughts about personal health. Often times throughout this lesson students show their work. This allows generating other ideas by building on other students thoughts and ideas.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
To check for student understanding an exit pass will be used on both days of the lesson. The exit pass on day one will be given 15 minutes before class is over. On the exit pass they must write how difficult it was for them to generate a health goal. 1 being not difficult at all, maybe thought about it for 30 seconds to 5 being extremely difficult, they are still not entirely sure they care about their goal. They also must write 2 sentences explaining why. Teacher should write helpful thought provoking questions and statements on the board to help students explain their progress on goal creation. The exit pass on day two will require students to write a number that indicates the level of importance that their health goal is to them 1 being very little importance 10 being the most important thing in their life! Students will be using glogster to create a digital poster as their summative assessment for this lesson. To introduce this software to students they will be shown the software on the teachers computer projected on the board. Then students are to find a video or image of a person performing a victory dance or find a victory song that they would like playing when they achieve a goal and attach it onto glogster. If they would like to try they can record video of themselves or a classmate doing their victory dance. After 20 minutes students will be asked to stop and perform a gallery walk to view other students work.  
  
**Rationale:**  
The exit passes used for this lesson will serve as formative assessments of student understanding. The hook of this lesson will blend into the introduction of the software being used for their summative assessment, glogster. To check that students have a basic grasp of the software everyone, including the teacher, will participate in gallery walk to view students mini glogster projects.